

# **Digital Citizenship in the classroom**

**Presented by:**

**Adam Tucker**  
**tuckera@warrenhills.org**

**Rosemary Carnali**  
**carnalir@warrenhills.org**

**Lopatcong Tech Day**  
**March 15, 2013**

Sources:

Ribble, Mike. Digital Citizenship in Schools - Second Edition. Eugene, Oregon: International Society for Technology in Education, 2011.

"Digital Literacy and Citizenship Classroom Curriculum." Common Sense Media. 8 March 2013. <<http://www.commonsensemedia.org/educators/curriculum>>.

"Digital Citizenship." BrainPOP. 8 March 2013. <<http://www.brainpop.com/technology/digitalcitizenship/>>.

Tucker, Adam. "Digital Citizenship Lesson Plan and Materials." Warren Hills Regional School District. 8 March 2013. <<http://www.warrenhills.org/Page/3389>>.

## The New Citizenship

It's not an understatement to say that the digital world has changed how people behave and function as citizens of the "real" world. Users live, work and interact not only in the physical world, but in a digital, virtual world as well. Educators must prepare students to live in a world without physical boundaries and help them learn how to work with others, virtual or otherwise. "Citizenship" in this sense takes on a new meaning beyond our normal understanding of geographical nations, states, and communities. Indeed,

this new citizenship is global in nature. American children will have to learn how to work with technology users from India, China, Russia and around the world. A common framework, such as digital citizenship, provides everyone with a starting point for understanding each other.

Teaching this new citizenship goes beyond simply expressing rules and policies. All educators must help students understand that digital technology makes them, in a very real sense, citizens of the world. As such, educators should look at technology not just as a collection of toys or gadgets, but as tools that allow individuals to communicate and, ultimately, create society. In short, they need to engage with digital technology in the same way their students already do.

It's not a stretch to say that digital technology has become ingrained in our society, to the point where it is often difficult to separate the technology from the users. Just ask any office worker what he or she would do if the company's computer network went down. The commingling of bits, bytes, headspace, and office space illustrates the importance and challenges of digital citizenship –namely that a balance must be struck between technology and the people who use it.

The next chapter focuses on the nine elements of digital citizenship. By exploring these elements, teachers and technology leaders can gain a better understanding of how the issues of digital technology relate to the concept of digital citizenship.

ELEMENT 1

**DIGITAL ACCESS:** full electronic participation in society. Can all users participate in a digital society at acceptable levels if they choose?

ELEMENT 2

**DIGITAL COMMERCE:** electronic buying and selling of goods. Do users have the knowledge and protection to buy and sell in a digital world?

ELEMENT 3

**DIGITAL COMMUNICATION:** electronic exchange of information. Do users understand the various digital communication methods and when each is appropriate?

ELEMENT 4

**DIGITAL LITERACY:** process of teaching and learning about technology and the use of technology. Have users taken the time to learn about digital technologies and do they share that knowledge with others?

ELEMENT 5

**DIGITAL ETIQUETTE:** electronic standards of conduct or procedure. Do users consider others when using digital technologies?

ELEMENT 6

**DIGITAL LAW:** electronic responsibility for actions and deeds. Are users aware of laws (rules, policies) that govern the use of digital technologies?

ELEMENT 7

**DIGITAL RIGHTS AND RESPONSIBILITIES:** those requirements and freedoms extended to everyone in a digital world. Are users ready to protect the rights of others and to defend their own digital rights?

ELEMENT 8

**DIGITAL HEALTH AND WELLNESS:** physical and psychological well being in a digital technology world. Do users consider the risks (both physical and psychological) when using digital technologies?

ELEMENT 9

**DIGITAL SECURITY (SELF-PROTECTION):** electronic precautions to guarantee safety. Do users take the time to protect their information while taking precautions to protect others' data as well?

These nine elements and their core questions form the backbone of Digital Citizenship and the creation of a digital citizenry. All users of technology must act, as well as teach others in appropriate ways. These should be the duties of all digital citizens.

# From the NJ Standards – 4<sup>th</sup> Grade



8.1.4.D.1	Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.
8.1.4.D.2	Analyze the need for and use of copyrights.
8.1.4.D.3	Explain the purpose of an acceptable use policy and the consequences of inappropriate use of technology.

# From the NJ Standards – 8<sup>th</sup> Grade



8.1.8.D.1	Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.
8.1.8.D.2	Summarize the application of fair use and Creative Commons guidelines.
8.1.8.D.3	Demonstrate how information on a <u>controversial issue</u> may be biased.

## **Digital Citizenship - Example Topics and Essential Questions**

### **Cyber Bullying:**

Why do people cyberbully?  
How can you prevent cyberbullying?  
How should you respond as a victim or as a bystander?  
Who should you contact about cyberbullying?  
What is the NJ Anti-Bullying law?

### **Social Networking Safety:**

Who should you "friend" on a social network?  
What is appropriate for posting and what is unsafe?  
How should you set privacy settings?  
What are some tips for posting photos or videos?  
What are the potential consequences for misuse?

### **Intellectual Property:**

What is copyright law and why does it exist?  
What are "rights" and how are you granted them under copyright law?  
What is "fair use" and why does it cover much of what students do?  
How has technology complicated the whole concept - physical media vs. digital bits?  
How have online music stores like iTunes and streaming music sites like Pandora fit into the concept of copyright?  
What are plagiarism and piracy?  
What is a Creative Commons license?  
Current laws, issues/controversies - DMCA, SOPA/PIPA, Mega Upload, Anonymous

### **Cyber Security**

What is malware and how do you protect your computer from it?  
What is identity theft?  
What information is needed to steal someone's identity?  
How do you prevent identity theft?  
How do you respond to identity theft?  
Could also segue into a personal finance unit - credit cards, credit rating, etc.

### **Information Literacy**

What are sources and how does one evaluate a source?  
Primary sources vs. secondary  
What is bias and find examples of websites that are biased  
Website clues - where is the page located and what is the extension?

## Information Literacy & Digital Citizenship

### Objectives:

SWBAT utilize print and electronic sources effectively for research

SWBAT practice safe Internet and cell phone use

SWBAT list techniques for avoiding cyber bullying and identity theft online

SWBAT define the terms *copyright*, *creative commons*, and *fair use*

SWBAT evaluate a website for bias and accuracy

SWBAT post research findings to a class blog

SWBAT prepare and deliver a multimedia presentation on a research topic

### NJ Standards:

8.1.8.D.1, 8.1.8.D.2, 8.1.8.D.3, 8.1.8.A.3, 8.1.8.B.1

### Procedures:

1. Give an introduction about each of these 5 topics – Cyber Bullying, Identity Theft, Social Networking Safety, Copyrights/Creative Commons/Fair Use, and Website Evaluation.
2. Divide up the topics among the tables and provide information about the two assignments – a presentation and a script. 2-3 students per group.
3. Students will search netTrekker to get additional information about their topic. They may also choose to use books or other websites to get information.
4. Students will work collaboratively on their PowerPoint presentation and script. Provide instruction as needed.
5. Students will deliver their presentations to the class and write answers on the listening guide when they watch the other presentations.

### Closure:

Review the listening guide to ensure that all students got the answers on the listening guide; this will be their study guide for the quiz.

### Assessment:

Quiz on the information.

### Modifications:

Some students can be provided with a list of specific websites or a printout of an article from which to get their information, provide completed listening guide if needed.



## Topic 1 – Cyber Bullying



- What are some examples?
- How can it be prevented?
- What should you do if you are a victim?
- What is the role of bystanders?
- What are the consequences of cyber bullying?
- What is the NJ Anti-Bullying Bill of Rights?
- Suggested site: <http://cyberbully411.org/>

## Topic 2 – Social Networking



- How do you stay safe on a social networking site?
- What should and what shouldn't you post on a social networking site?
- How should you set privacy settings?
- What are some ways that kids have gotten in trouble because of social networking?
- Suggested site: [http://www.getsafeonline.org/nqcontent.cfm?a\\_id=1459](http://www.getsafeonline.org/nqcontent.cfm?a_id=1459)

### Topic 3 – Copyrights and You



- What is the purpose of copyright law?
- What does it mean if a work is copyrighted?
- When are you allowed to use copyrighted work without permission (*fair use*)?
- Define the terms *plagiarism* and *piracy*.
- What is a *Creative Commons License*?
- Search terms: “copyright law”, “fair use”
- Suggested site: [http://www.cyberbee.com/cb\\_copyright.swf](http://www.cyberbee.com/cb_copyright.swf)

### Topic 4 – Identity Theft/Cyber Security



- What is identity theft?
- What are scams and how do you avoid them?
- What are some safety tips for online shopping?
- How do you identify a secure website?
- How do you keep your computer and wireless network secure?
- Search terms: “identity theft”, “internet scams”, “online shopping”
- Suggested site: [http://www.getsafeonline.org/nqcontent.cfm?a\\_id=1121](http://www.getsafeonline.org/nqcontent.cfm?a_id=1121)

## Topic 5 – Information Literacy



- How do you evaluate a website for accuracy and usefulness?
- How might a website on a controversial topic be *biased*? Can you find an example?
- What are some tips for improving your searches?
- What do the extensions .com, .edu, and .org mean?
- Why are books still relevant and important?
- Search terms: “evaluate websites”
- Suggested sites: <http://lib.nmsu.edu/instruction/evalcrit.html>

Use the website: [safe.met.police.uk](http://safe.met.police.uk) Click on the Just Want the Facts and Internet Safety

## **Digital Citizenship Assignment**

Font size 14 BOLD underline and centered

Your Name



Double Space

Plain Text, centered size 12

*Why is it important to stay safe online?*



Left Alignment, put answer in Italics, single space, at least 2 sentences

Double space between paragraphs

State one of the "Golden Rules" and explain why you think it is important. (at least three sentences, single space, plain text, right alignment).

Double space between paragraphs

List the four examples of Social Networking

List  
examples  
of social  
networking  
here



Centered and double  
spaced, font color dark  
red, font size 14

Double space after list

Read about Cyber bullying. Explain some ways cyber bullies can harass someone through the Internet (at least 3 sentences, single space, plain text, left alignment, Arial font, size 14).

Double space between paragraphs

Scroll down to "Making Friends". Read over this section and explain in your own words some problems you could face when making friends on the Internet (at least four sentences).



Apple Casual font,  
size 16, color dark  
blue, single space,  
Justify text alignment

Change the left and right margins to 1.5 inches.

Save the document as "Digital Citizenship". Print one copy to turn in.



LOG OUT

SEARCH

GO

Brain  
POPENGINEERING  
& SCIENCECOMPUTERS &  
INTERNET

ONLINE SAFETY

**ACTIVITY  
PAGE**

ACTIVITY

GRAPHIC ORGANIZER

VOCABULARY

PRINT

## CATEGORIZE IT

Determine if the following statements are safe or not safe. If it is safe, write the word **SAFE** on the line. If it is not safe, write the words **NOT SAFE** on the line.

- ..... Someone I chat with online asks me to email a picture of myself to them. I don't really know the person.
- ..... I won a contest online. To mail my prize to me, they need my home address and telephone number.
- ..... My best friend wants to play with my virtual pet online and asks for my secret password so she can log on.
- ..... I use the computer in my kitchen or family room.
- ..... While I am at my friend's house, I don't have to follow my parent's rules about using the computer.
- ..... I ask my parents if I can meet an online friend.
- ..... I delete an email message from someone I don't know.
- ..... Kids from school sent me an email that made me uncomfortable, so I wrote a mean message back to them.

## THINK ABOUT IT

Why do we need safety rules for using the Internet?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

[Tour](#) | [About](#) | [Subscribe](#) | [Funding](#) | [Help](#) | [Jr \(K-3\)](#) | [Español](#) | [More...](#)

[See a Full List of Topics](#)

© 1999-2013 BrainPOP. All rights reserved